



## Ysgol Derwen / Derwen Foundation School

*"Happy together, learning forever,  
succeeding wherever we may be"*

### Health and Wellbeing Area of Learning and Experience Policy

This Health and Wellbeing Area of learning and experience policy has been created in line with the new curriculum for Wales, encompassing the twelve pedagogical principles for learning and the four core purposes. This policy reflects the school vision for curriculum design and has been developed holistically involving learners, staff, parents, Governors and the local community. As a team we carefully think about what we teach, how we teach and why we teach it. Within all teaching and learning, numeracy, literacy and digital competency is promoted. Whilst planning for this AOLE, consideration is given for the inclusion of the local community, Wales and its language and culture.

The Health and Well-being Area of Learning provides a holistic structure for understanding health and well-being. Developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this area are physical health and development, mental health, and emotional and social well-being. This will support learners to understand and appreciate how the different mechanisms of health and well-being are interconnected and it recognises that good health and well-being are important to empower pupils to achieve success in their learning. Engagement with The Health and Well-being area will help to foster a whole-school approach enabling health and well-being to permeate all aspects of school life.

#### **What Matters Statements**

The Health and Wellbeing Area of Learning Experience is driven by the What Matter Statements. What Matters in this Area is expressed in five statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

Within this area of the curriculum, the What Matter Statements are:

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and wellbeing
- Healthy relationships are fundamental to our well-being.

## Principles

The principles underpinning every Area of Learning and Experience (AoLE) at Ysgol Derwen ensures that the curriculum is:

- authentic: rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- evidence-based: drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- inclusive: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and those of parents, carers and wider society
- ambitious: embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- empowering: developing competences which will allow young people to engage confidently with the challenges of their future lives
- engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- manageable: recognising the implications for and supported by appropriate assessment and accountability arrangements.

## Four Core Purposes

Teachers are expected to plan using the four core purposes of the curriculum. These will ensure that our pupils will be:

1. Ambitious, capable learners who:
  - set themselves high standards and seek and enjoy challenge
  - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
  - are questioning and enjoy solving problems
  - can communicate effectively in different forms and settings, using both Welsh and English
  - can explain the ideas and concepts they are learning about
  - can use number effectively in different contexts
  - understand how to interpret data and apply mathematical concepts
  - use digital technologies creatively to communicate, find and analyse information
  - undertake research and evaluate critically what they find and are ready to learn throughout their lives.

2. Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

3. Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

4. Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

## **AOLE Aims**

Health and Wellbeing is central to the educational entitlement of all children at Ysgol Derwen and permeates through all aspects of life in school. Through the development of this Area of Learning Experience, we aim:

- To equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities and acquire, evaluate and apply appropriate knowledge and understanding.
- To develop pupils' self-esteem and personal responsibility.
- To prepare pupils for the challenges, choices and responsibilities of work, employment and lifelong learning.
- To empower pupils to participate in their communities as active citizens and to develop a global perspective.
- To assist pupils to live healthy fulfilled lives.
- To foster and encourage positive attitudes and behaviour towards the environment and the principles of sustained development locally, nationally and globally.
- To improve the health and fitness of the whole school by equipping pupils with ways to establish and maintain long active lifestyles and healthy eating habits
- To increase pupils' knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.
- To provide children with opportunities within the Relationships and sexuality Education programme (RSE) to develop and maintain safe, healthy relationships and to learn how our bodies change as we grow up.

Through a variety of learning experiences, the school helps each learner:

- Think and act for themselves.
- Acquire personal qualities and values.
- Take their place in a wide range of roles in preparation for adult life.
- Develop confidence and independence.
- Value and respect themselves and value others.
- Know themselves better and think well of themselves.
- Develop social and communication skills.
- Value and respect belongings, living things and environment.
- Be able to share and co-operate.
- Understand about the importance of a balanced diet and be able to make healthy choices.

The school maintains an active role in ensuring that the following groups are part of the school's culture/ routine:-

- School Council
- Eco Council
- Criw Cymraeg
- Playground Buddies
- Digital Leaders
- After school clubs

Ysgol Derwen provides opportunities for parents, the community and outside agencies to contribute to personal and social development through their active involvement in the life and philosophy of the school. This is achieved through activities and events such as:

- Parent helpers in classroom and around the school
- Assembly with invited speakers
- After school clubs
- ALN involvement of outside agencies to contribute to the progression and access to curriculum for pupils.
- FODS
- Student teachers
- Work experience placements

Ysgol Derwen is fully committed to keeping the physical, emotional and mental wellbeing of all members of the school community a high priority at all times with open lines of communication with families. The range of activities and opportunities offered to the children support the holistic child.

Physical Education (PE) in Ysgol Derwen aims to promote the physical, intellectual and social development of every pupil. We aim to promote and develop children's skills, knowledge, love and enjoyment of physical activities in a safe environment that will serve them in their school and post school life. We aim to develop:

- Fitness, strength, mobility and endurance through physical activities.
- Individual and team building skills in a variety of physical activities.
- Respect, knowledge and understanding prescribed by the given sport and activity and foster a sense of sporting behaviour and fair play.
- An understanding of the health benefits of physical activity both in the short and the long term.
- Confidence and competence in water safety.
- An appreciation of the aesthetic qualities of movement and develop kinaesthetic awareness of their body.
- Skills necessary to overcome challenges of a problem-solving nature in a variety of environments.

## **Monitoring**

The lead for Health and Wellbeing is Mrs Kate Mathieson.

It is the responsibility of the Health and Wellbeing lead to:

- Attend any training and cascade information to all staff
- Participate in an annual learning walk accompanied by SLT and relevant governors

- Review the Policy and Resources on an annual basis. The review will inform any subsequent change.
- Lead and communicate with the school team effectively
- Identify staff training needs in their subject
- Assist staff and Head teacher in identifying and prioritising needs
- Support staff in their planning of subject
- Provide exemplar material/lessons to support staff
- Complete a subject audit and action plan annually
- Audit available resources to enhance the experiences for all children

### **Assessment and progression**

Progression in learning is the process of developing and improving pupil's skills, knowledge and understanding over a period of time. Through the development of this AOLE, there will be principles of progression which will aim to support learners through:

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within areas of learning and experience
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness as a learner

The new curriculum is built on learner progression. There has been a change from the current phases and key stages to a continuum of learning from 3 - 16 years old. The new continuum has progression steps, reference points that relate broadly to expectations at 5, 8, 11, 14 and 16 years of age. These progression steps are set out as a series of achievement outcomes, which are broad expectations of learning over two to three-year periods.

Assessment is considered to be an integral part of the teaching and learning in each area. It measures what a pupil actually knows and understands and this informs future teaching.

Formal/summative assessment is carried out at specific times during the school year.

Continuous and formative assessment takes place on a daily basis and includes:

- Observing and questioning pupils
- Teacher assessment
- Taith 360
- PASS
- Progression steps

## **Inclusion**

All children are provided with equal access to the Health and Wellbeing AOLE. We aim to provide suitable learning opportunities regardless of disability, gender, race, ethnic origin, culture, language or religion. The school will endeavour to ensure that access to materials, equipment and furniture are adapted to meet any particular needs so that the pupil can work alongside their peers. Individual pupil provision, including universal and enhanced provision, is detail on class provision maps.

This policy was approved by full governing body on: **June 29<sup>th</sup> 2022**

This policy will be reviewed initially after 12 months and thereafter every two years.

**Signed:                R Jones                (Headteacher)**

**C Turner                (Chair of Governors)**